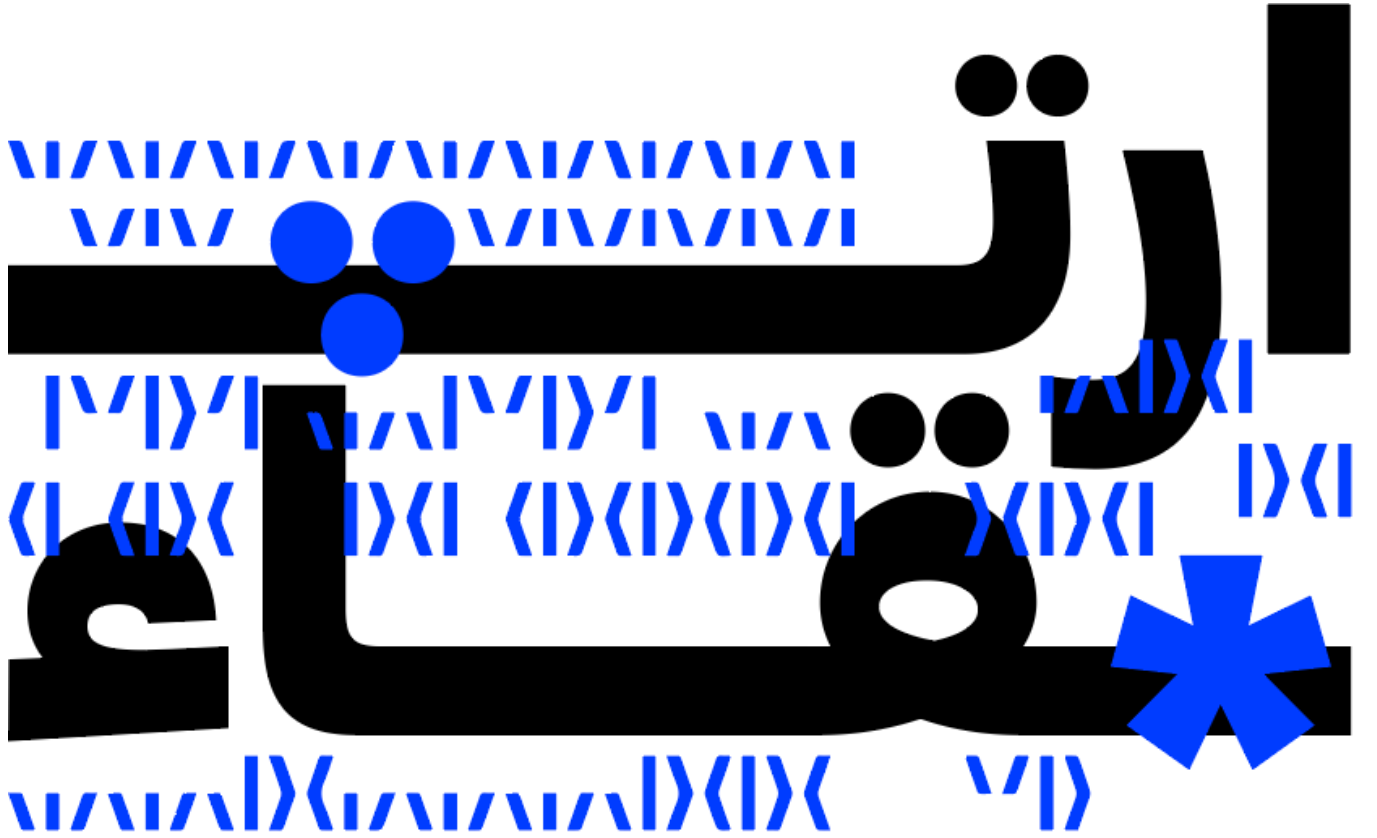




Irtiqa'a School Inspection

AY 2024/25

Pakistan Community Welfare School

Rating: Good

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School Information

General Information		
	Name	Pakistan Community Welfare School
	Esis Number	9021
	Location	54, Al Madaris St, Mohamed Bin Zayed City, Abu Dhabi 20612
	Website	http://www.pakcommunityschool.com/
	Telephone	025530532
	Principal	FARHAT JADOON MUMTAZ SAEED KHAN
	Inspection Dates	31 to 31 Dec 2024
	Curriculum	Pakistan

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	475
Number of Emirati students	2
Number of students of determination	1
Largest nationality group of students	Pakistan - Afghanistan - Nepal

Information On Teachers

Number of teachers	23
Nationalities	Pakistan - Egypt
Number of teaching assistants	1

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has progressed from acceptable to good, reflecting the school's leadership commitment to academic improvement and continuous development.

Overall, students' achievement in both Arabic and English medium subjects has improved significantly across various phases and subjects. While most phases have demonstrated notable progress, others have maintained their performance levels, with no regression being observed. This positive trend of improvement is attributed to enhanced teaching practices incorporated into lessons, as well as improvements in students' performance in internal assessments and classroom activities.

In Arabic as a second language, Islamic Education, and social studies, students' achievement has risen from acceptable to good across all phases, except for phase 1 in social studies, which was not evaluated. English medium subjects display a similar pattern of growth, with English, mathematics, and science moving from acceptable to good across all phases. This improvement stems from the implementation of more effective teaching strategies that are now consistently woven into lesson plans and student activities. Teachers employ a broader array of instructional strategies that actively engage students, foster critical thinking, and deepen their comprehension of the material.

As a result of improved students' performance, students' learning skills have improved from acceptable to good across all phases, driven by their active engagement in the learning process. Students acquire knowledge and demonstrate an improved ability to apply their skills and understanding, both during lessons and in their independent work.

Performance Standard 2 (PS2), which addresses students' personal and social development, understanding of Islamic values as well as their innovation skills, was not evaluated during the previous inspection. These areas are now assessed with varied ratings across its elements. Personal development has been rated very good across all phases, reflecting students' positive attitudes toward learning, commendable behavior, and punctuality. However, their understanding of Islamic values and awareness of Emirati and global cultures is rated as acceptable. Students demonstrate an adequate understanding of Islamic values and UAE culture while showing a clear appreciation for their own heritage, but their reflection on Islamic values, engagement in UAE cultural initiatives, and understanding of global cultures remain limited. In contrast, social responsibility and innovation skills is rated as good. Students participate actively in both academic and sports competitions, showcasing their work ethic and sense of responsibility within the school community. Furthermore, local organizations offer students valuable learning opportunities to enhance their environmental awareness.

Teaching has followed a similar pattern to learning, progressing from acceptable to good across all three phases. This improvement is attributed to purposeful lesson planning and a supportive learning environment, where effective use of resources empowers students to achieve better success. Similarly, assessment practices have improved from acceptable to good. The school has implemented a structured approach, incorporating formative assessments and regular termly monitoring of student progress. Data-driven techniques, such as gap analysis and consistent monitoring sheets, enable precise tracking of student achievement and allow for targeted interventions, ensuring that students receive the support needed to enhance their learning outcomes.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process, but both elements are now evaluated as good across all phases. The school adapts the curriculum to meet the diverse needs of students. It provides structured opportunities for academic and personal development.

Health and safety measures, including child protection and safeguarding arrangements, continue to be rated as good, as does the care and support provided to students. However, the school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. Currently, the identification rate for students of determination is notably low, at just 0.4%, indicating a significant area for improvement in supporting diverse learning needs within the student population.

The effectiveness of leadership, self-evaluation and improvement, governance, and management have improved from acceptable to good, while partnerships with parents and the community have maintained a good level. The principal, along with the Board of Trustees, demonstrates a clear understanding of the school's needs, prioritizing essential areas for improvement and innovatively securing additional resources to support the school despite financial limitations. The primary focus of school leadership has been on raising academic standards and fostering a nurturing environment for students. All leaders are attuned to areas requiring enhancement and are proactive in implementing effective strategies, as well as securing resources to meet the school's needs. Parents have become valuable partners in their children's educational journey, contributing positively to attendance, behavior, and the overall school culture. Strong collaboration among students, staff, and parents serves as the cornerstone of the school's continued success.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

- The school has taken part in the most recent Trends in International Mathematics and Science Study (TIMSS 2023) and is awaiting the publication of results. As the school serves students only up to grade 8, it does not participate in the Program for International Student Assessment (PISA).
- The school understands international benchmarks and regularly promotes the importance of doing well in these assessments with parents and students. Leaders have provided in-house teacher training regarding critical thinking and problem-solving questions in English medium subjects. As a result, teachers deliver problem-solving questions using the language of the benchmark assessments.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

Standardized Assessments

The school benchmarks students' performance in English, mathematics and science in grades 3 through 8 using the ACER IBT assessment.

In AY 2023/24, the attainment of students in grades 3 to 9 on the ACER IBT standardized assessments in English improved significantly, rising from weak in AY 2022/23 to outstanding. Progress results for AY 2023/24 indicate that grade 8 students make good progress, students in grades 3, 4, 6, and 7 make very good progress, while grade 5 students demonstrate outstanding progress.

In AY 2023/24, the attainment of students in grades 3 to 9 on the ACER IBT standardized assessments in mathematics showed notable improvement. In phase 3, attainment advanced from very good in AY 2022/23 to outstanding in AY 2023/24, while students in grades 3 to 5 maintained outstanding attainment. Progress results indicate that grade 7 students make good progress, students in grades 3, 5, and 6 demonstrate very good progress, and students in grades 4 and 8 make outstanding progress.

Similarly, in AY 2023/24, the attainment of students in grades 3 to 9 on the ACER IBT standardized assessments in science experienced a significant improvement. In phase 3, attainment rose from good in AY 2022/23 to outstanding in AY 2023/24, while it remained consistently outstanding in phase 2. Progress results for AY 2023/24 show that students across grades 3 to 8 make outstanding progress.

Over the past three years, the number of students attaining the expected standard has steadily improved.

Reading

The school prioritizes reading improvement, with effective strategies that cater to students across all phases. Structured access to a library with around 3,000 books in English and Arabic supports weekly library sessions during which students read independently or in pairs under teacher supervision, enhancing their reading, fluency and comprehension. Students display strong skills, confidently engaging with texts and using phonics and context clues to support their understanding in both Arabic and English. They progressively develop independence as readers, encouraged by opportunities to write book reviews and recommend titles to peers.

The school uses teacher-created materials to support further reading development, including vocabulary lists, connectives, sentence openers, and punctuation guides. Monthly literacy weeks, centered around different books, offer activities where students explore story elements and engage with books. This reinforces comprehension skills and brings reading to life through hands-on engagement.

Reading is integrated across the curriculum, with students using texts in various subjects, such as mathematics and science to reinforce comprehension. Extra-curricular activities, like spelling competitions and clubs, further foster a love of reading. The school uses guided reading in all phases and teaches phonics through the 'Jolly Phonics' program in KG. However, it is not extended to Grades 1 and 2. Additionally, while class libraries offer books, they lack sufficient scope, quality, and quantity to provide a diverse reading experience, and the absence of comfortable reading areas limits the appeal of these spaces.

The school conducts regular diagnostic reading assessments, such as the Burt reading test, to track student progress and identify areas where additional support is needed. However, no identified reading scheme is in place to accelerate reading development across all grades.

Staff participates in ongoing professional development to strengthen their understanding of teaching reading, ensuring they can effectively support students. Efforts to foster a reading culture are visible around the school, with promotional materials and events to enhance literacy and reading enjoyment among students.

Strengths of the school

- Students achieve good attainment and progress across all subjects and phases, reflecting the effective teaching strategies.
- Students demonstrate positivity in their learning, enthusiastic about learning new topics, demonstrating self-reliance, and responding well to feedback.
- The school provides a supportive learning environment with well-utilized resources that enable students to become successful and engaged learners.
- The school has robust safeguarding procedures ensuring the safety, protection, and well-being of all individuals in the school.
- The principal's inspirational leadership and vision have driven significant improvements over time, fostering a shared sense of purpose among staff at all levels to deliver quality education to the community.

Key Recommendations

1. Continue to improve student achievements to become at least very good in all subjects and phases by:

- enhancing speaking opportunities in both Arabic and English medium subjects.
- providing more opportunities for students to practice extended writing in Arabic and English medium subjects.
- utilizing technology resources to improve students' independent research skills in lessons.
- providing more opportunities for students to enhance critical thinking and problem-solving skills.
- Embedding formative assessments to provide timely feedback and support students in identifying and addressing their learning gaps.

2. Further strengthen teaching and assessment to reach a very good level by:

- ensuring teachers use assessment data to provide personalized support for lower attaining students and challenge higher-attaining students in lessons to extend their learning and accelerate their progress.
- enhancing consistency in questioning techniques to promote critical thinking and deeper understanding across all subjects.
- increasing student involvement in self-assessment and peer assessment activities across all phases to help students reflect on their learning, identify their strengths and areas for improvement.
- Enhancing the systematic analysis of assessment data by involving teachers in regular data review sessions to identify trends, monitor the progress of all student groups, and collaboratively plan targeted interventions to address learning gaps effectively.
- embedding cross-curricular links more consistently across curricula at all levels to promote students' transfer of learning.

3. Improve aspects of leadership and management to at least very good by:

- providing subject coordinators with dedicated time and training to effectively support high-quality teaching.
- actively involving all staff in the self-evaluation process to ensure a unified understanding of improvement areas and student attainment and progress.
- strengthening middle leaders' knowledge of the UAE school inspection framework and how this align with best practices in teaching, learning, and assessment so that they can provide clear guidance on what is expected of the teaching teams that report to them.
- addressing gaps in staffing roles and responsibilities to ensure a cohesive and efficient team structure.

- improving the identification process and increasing parental awareness to ensure that students with additional learning needs, including students of determination receive timely and appropriate support.

Overall School Performance: **Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable
Arabic as a first language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arabic as a second language	Attainment	Not Applicable	Good ↑	Good ↑	Not Applicable
	Progress	Not Applicable	Good ↑	Good ↑	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Good ↑	Good ↑	Not Applicable
	Progress	Not Applicable	Good ↑	Good ↑	Not Applicable
English	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable
Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable
Science	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable
Learning Skills		Good ↑	Good ↑	Good ↑	Not Applicable

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Good 	Good 	Not Applicable
Assessment	Good 	Good 	Good 	Not Applicable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Not Applicable
Curriculum adaptation	Good	Good	Good	Not Applicable

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Not Applicable
Care and support	Good	Good	Good	Not Applicable

PS6: Leadership and Management

The effectiveness of leadership	Good 
School self-evaluation and improvement planning	Good 
Parents and the community	Good
Governance	Good 
Management, staffing, facilities and resources	Good 

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in phase 1 and the large majority in phases 2 and 3 are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in phases 2 and 3.
- The school has no external national or international assessments for KG and grades 1 - 8.
- In lessons and in their recent work, the majority of students across all grades attain levels above curriculum standards. They demonstrate knowledge of Islamic principles, etiquette, the Qur'an, and Hadeeth. Their understanding of the difference between the Holy Qur'an and Hadeeth and Islamic principles is solid. However, some students struggle to apply them to real-life situations. Across all phases, students are making satisfactory progress in Qur'an recitation, but their application of Tajweed rules remains insufficient.
- Over the past three years, the attainment of students in phase 1 has fluctuated, moving from good in the AY2021/22 to very good in the AY2022/23 and then returning to good in the AY2023/24. Phase 2 has shown steady improvement from good in the AY2021/22 to consistently very good over the past two years. In phase 3, while most students have consistently performed above curriculum standards, there was a slight regression from outstanding to very good in the last year.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in phase 1 and the large majority of students in phases 2 and 3 make better than expected progress over time and from their starting points.

- In lessons and in their recent work, the majority of students across all phases make better-than-expected progress from their starting point against learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's internal assessment data shows that a large majority of boys in phase 2 make better than expected progress, while most students in phase 1 make the expected progress. Girls demonstrate better progress than boys, with the majority in phase 1, most in phase 2, and the large majority in phase 3 making better-than-expected progress. Most low attainers in phases 2 and 3 make better than expected progress. The majority of high-attaining students make better than expected progress in phases 1 and 2 while the large majority in phase 3 make better than expected. The school has not identified students with additional learning needs including students of determination in phases 1 and 3, however the majority in phase 2 make better than expected progress. In lessons, girls make better progress than boys in phases 2 and 3. There is only one SOD in the whole school. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' Qur'an recitation skills by consistently applying Tajweed rules, particularly in phases 2 and 3.
2. Accelerate the progress of boys, more particularly in phase 1.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Good ↑	Good ↑	Not Applicable
	Progress	Not Applicable	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 indicates that the majority of students learning Arabic as a second language (ASL) in phase 2 attain levels above expectations. A large majority of students in phase 3 attain levels that are above curriculum standards. This high level of attainment for phase 3 does not align with the levels of students' knowledge and skills observed in lessons.
- The school has transitioned to utilizing ACER IBT assessments in Arabic for grades 3 to 9 to benchmark students' attainment; results for the AY2022/23 indicate that the large majority of students in phase 2 attain levels that are above the international benchmark while most students in phase 3 attain above these expectations.
- In lessons and recent work, the majority of students in phases 2 and 3 demonstrate listening, understanding, reading, and writing skills above expectations. Students demonstrate strong speaking skills, discussing various topics using learned vocabulary and responding confidently to teachers' questions in standard Arabic. Reading, listening, and comprehension skills are good, and in phase 3, students apply grammar rules accurately in speaking and writing. However, writing skills are less developed compared to reading and listening abilities, and Arabic is not consistently used throughout lessons.
- Over the past three years, phase 2 students' attainment has gradually declined from outstanding in the AY2021/22 to very good in the AY2022/23 and then to good in the most recent year. Phase 3 data show a slight drop from outstanding in the AY2021/22 to consistently very good over the past two years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in Phase 2 and a large majority in Phase 3 make better-than-expected progress over time and from their starting points. The school has no data for external national or international assessments.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better than the expected progress from their starting point.
- The school analyzes assessment data to monitor the progress of various student groups, including students of determination, high attainers, and low attainers. Internal data indicates that the majority of boys in phase 2 make better-than-expected progress, while girls demonstrate stronger progress, with the large majority in phases 2 and 3 making better-than-expected progress. Low-attaining students show steady progress, with most making better-than-expected progress. Similarly, higher-attaining students in Phase 1 achieve better-than-expected progress, while the large majority in Phase 3 also demonstrate better-than-expected progress. Most gifted and talented students in phase 2 make better-than-expected progress, although the school identifies very few gifted and talented students overall, with none identified in phase 3. The school currently has only one student of determination enrolled. In lessons, new ASL learners receive effective support and make better-than-expected progress, but higher-attaining students are not consistently challenged to reach their full potential.

Next Steps:

1. Enhance students' speaking and writing skills across all phases.

2. Provide more opportunities to develop students' communication skills in standard Arabic.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good ↑	Good ↑	Not Applicable
	Progress	Not Applicable	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in phases 2 and 3 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in phases 2 and 3.
- There are no external, national, or international social studies assessments for phases 2 or 3.
- In lessons and in their recent work, the majority of students in phases 2 and 3 attain levels above the curriculum standards. Students demonstrate a solid understanding of cultural heritage, identifying key landmarks and appreciating the importance of preserving traditions. In phase 3, majority of students display strong knowledge of geographical features, governance, and economic factors, including the UAE's natural resources and strategic significance. However, their awareness of global connections and the UAE's role in international affairs is less developed.
- Over the past three years, attainment in phase 2 has improved from good in the AY2021/22 to consistently very good in the last two years. In phase 3, results fluctuated between acceptable in the AY2021/22, moving to outstanding in the AY2022/23, with a slight regression to very good in the last year.
- The school's analysis of internal assessment data analysis for the AY2023/24 indicates that the large majority of students in phases 2 and 3 are making better-than-expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's internal data shows that a large majority of boys in phase 2, along with girls and high attainers in phase 3 make better than expected progress. Most girls in Phase 2 and low attainers in Phases 2 and 3 make better than expected progress. The majority of high attainers and students of determination, including those with additional learning needs, make better-than-expected

progress. There is only one SOD in the whole school. In lessons, lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' understanding of the UAE's global role by incorporating lessons on international relationships and its contributions to global affairs.
2. Provide opportunities for students to engage in cross-cultural projects and activities that deepen their appreciation of the UAE's international connections.
3. Integrate more inquiry-based learning to strengthen students' analytical skills in exploring the UAE's geography, governance, and economy.

English

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in English language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against Pakistan curriculum standards indicates that a large majority of students in all phases attain levels above curriculum standards. This high level of attainment does not align with the skills, knowledge, and understanding observed in lessons.
- The school has no national or international assessments for KG. In grades 3 to 8, students took the International Benchmark standardized Tests (IBT). Results indicate most students attain above curriculum levels across all grade levels.
- In lessons and their recent work, the majority of students in all phases demonstrate reading and comprehension skills above curriculum standards. They can apply phonic strategies to decode words and interpret texts, understanding meaning. In phases 2 and 3, students draft and plan writing using grammar and handwriting skills accurately. They do not always extend writing beyond paragraphs. KG students use a systematic phonic approach to help them read. This is not extended into grade 1. In other phases students use vocabulary and grammar skills to help them write accurately and meaningfully. Spoken language is encouraged through planned debates, discussions, and presentations, although not all students have the opportunity.
- Over the past three years, the school's internal data analysis indicates that students' attainment in phase 1 has been fluctuating improving from very good in the AY2021/22 to outstanding in the AY2022/23 and regressing to very good in the AY2023/24. In phase 2, students' attainment improved from very good in the AY 2021/22 and 2022/23 to very good in the AY2023/24. Whereas, in phase 3, students' attainment improved from acceptable in the AY2021/22 to outstanding in the AY2022/23 and regressed to very good in the AY2023/24. ACER-IBT assessment data has been fluctuating over the past three years regressing from good in the AY2021/22 to weak in the AY2022/23 and improving to outstanding in the AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that a large majority of students in all phases make better than expected progress over time and from their starting points at the beginning of the academic year 2023/24.

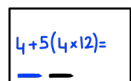
- In lessons and in their recent work, the majority of students in all phases make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's assessment data indicates that most boys in phase 1 and the majority in phase 2 make better than expected progress, whereas, the large majority of girls make better than expected progress across all phases. Data indicates that most low attainers in phases 2 and 3 and most gifted and talented students in phase 2 make better than expected progress. The large majority of high attainers in phases 1 and 3 and the majority in phase 2 make better than expected progress. The majority of students with additional learning needs, including students of determination, in phase 2 make better than expected progress.

Next Steps:

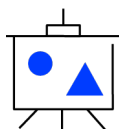
1. Provide students with more opportunities to engage in debates and discussions to enhance speaking skills for students in all phases.
2. Increase opportunities for students to engage in extended writing in the upper grades of Phase 2 and Phase 3.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



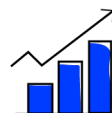
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against Pakistan curriculum standards indicates that most students in phase 1, the large majority in phase 2 and the majority in phase 3 attain levels that are above curriculum standards. These results are not fully aligned to the attainment levels observed in lessons in phases 1 and 2.
- The school has no national or international assessments for KG. In grades 3 to 8, students took the International Benchmark standardized Tests (IBT). Results indicate that most students attain above curriculum levels across all grade levels.
- In lessons and in their recent work, the majority of students across phases demonstrate mathematical knowledge and skills that are above the curriculum standards. Students in KG demonstrate their knowledge of number sense, including quantity and their use. In phase 2, students apply mathematical concepts to real-world scenarios, connecting different areas of learning and demonstrating accuracy in calculations. Phase 3 students build on foundational arithmetic skills, applying multiplication and division to solve problems involving geometry, such as area and perimeter, and explore more complex operations like mixed fractions and comparisons involving positive and negative values. Across phases, higher-attaining students are not consistently challenged to extend their learning, and students demonstrate inconsistent application of spatial reasoning skills in understanding shapes, patterns, and measurements in practical contexts.
- Internal school assessment data over the last three years indicates that students' attainment in phase 1 improved from very good in the AY2021/22 and 2022/23 to outstanding in the AY2023/24, while in phases 2 and 3, attainment has consistently been very good and good respectively. ACER-IBT assessment data over the past three years indicates that students' attainment improved from good in the AY2021/22 to outstanding in the last two academic years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phase 1, the large majority in phase 2 and the majority in phase 3 make better than expected progress over time and against their starting points.
- In lessons and in their recent work, the majority of students across phases make better than expected progress in relation to learning objectives aligned with curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of internal data indicates that most boys and girls in phase 1, most low attainers in phases 2 and 3 and most gifted and talented students in phase 2 make better than expected progress. Data indicates that the large majority of girls in phase 2 and the large majority of high attainers in phases 2 and 3 make better than expected progress. However, the majority of boys in phase 2, girls in phase 3, high attainers in phase 1 and the majority of students with additional learning needs, including students of determination, make better than expected progress.

Next Steps:

1. Strengthen students' understanding of numbers and mathematical operations in KG.
2. Provide greater challenges, particularly for high attainers, to enhance their higher-order thinking skills.
3. Enhance students' use and application of mathematical language, particularly in phases 2 and 3.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good ↑	Good ↑	Good ↑	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in phases 1 and 3 and the large majority in phase 2 attain levels above the curriculum standards.
- In grades 3 to 8, students took the International Benchmark standardized Tests (IBT). Results indicate that most students in phases 2 and 3 attained levels above curriculum standards.
- In lessons and in their recent work, the majority of students across phases demonstrate scientific knowledge and skills that are above curriculum standards. In almost all lessons, students demonstrate strong skills in experimentation; they have a good understanding of how to conduct a fair test based on their hypothesis or how to make predictions and record their observations, enhancing their analytical skills and deepening their understanding of basic scientific principles. Majority of students know how to make general conclusions and how to express their findings factually.
- Internal school assessment data for the last three years indicates that attainment in phases 1 and 2 has been consistently good and very good respectively. In phase 3, students' attainment was fluctuating, improving from good in the AY2021/22 to outstanding in the AY2022/23 and regressing to good again in the AY2023/24. ACER IBT assessment data over the last three years indicates that students' attainment improved from very good in the AY2021/22 and 2022/23 to outstanding in the AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in phases 1 and 3, and the large majority of students in phase make better than expected progress against their starting points and over time.
- In lessons and their recent work, the majority of students across phases make better than expected progress.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's internal assessment data indicates that the large majority of boys in phase 1 and the majority of boys in phase 2 make better than expected progress. The

majority of girls in phase 1 and the large majority in phase 2 make better than expected progress. Most low attaining students in phases 2 and 3 and most gifted and talented students in phase 2 make better than expected progress. The large majority of high attainers in phases 1 and 2 and the majority in phase 3 make better than expected progress. The majority of students with additional learning needs, including students of determination, make better than expected progress in phase 2.

Next Steps:

1. Provide more opportunities for students to analyze and apply scientific findings to real-world contexts, fostering deeper critical thinking and problem-solving skills.
2. Expand cross-curricular Links between science and other subjects, such as mathematics and technology, to enhance students' ability to integrate knowledge and apply scientific concepts in different contexts.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good ↑	Good ↑	Good ↑	Not Applicable

Findings:

- Students enjoy learning and exhibit positive attitudes, increasingly taking responsibility for their own learning as they progress through the year groups. They enjoy participating in classroom conversations and discussions. However, it is mainly in the strongest lessons that students can identify their next learning steps and take targeted actions for improvement. In Arabic and less effective lessons, while students can work independently for brief periods, they lack opportunities to take greater responsibility for their own learning.
- Students interact well, and in the majority of the better phase 2 and phase 3 lessons where roles are allocated, their ability to work as a team is strong. However, most students' ability to collaborate and report on their group's results is less well-developed due to insufficient opportunities to practice presentation skills. In KG, students are learning to socialize and can share their ideas within pairs. In Arabic-medium subjects, communicating the outcomes of learning is affected by students' language proficiency.
- Students make clear connections between areas of learning, especially in applying their knowledge to the UAE context, though they are less adept at connecting learning to global contexts. In Arabic-medium subjects, strong internal links exist within the curriculum, but cross-subject connections are limited. In subjects like Science, Mathematics, and English, links are more robust: for instance, Grade 1 students built a camel shelter based on materials knowledge, Grade 2 created pie charts to represent healthy meals, and Grade 7 connected geometric shapes to UAE architecture.
- Students make limited use of technology to support learning, though they are developing independent learning skills, particularly in phases 2 and 3. While some progress is evident in problem-solving, critical thinking, and innovation, students' curiosity and inquiry skills are not yet fully developed, especially in KG. In phase 2, students engage minimally in research and tend to accept initial online answers without evaluating source credibility or exploring alternatives.

Next Steps:

1. Enhance students' presentation skills especially with group work outcomes.
2. Strengthen students' critical and higher-order thinking skills.
3. Strengthen students' understanding of their personal areas for improvement and the next steps.

PS2: Students’ personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Students demonstrate confidence in their learning and are very positive in their approach to new topics and subject matter. They are self-reliant in lessons and respond very well to feedback. However, they do not always seek feedback from their teachers or peers.
- Students’ behavior is positive, and they are courteous to adults and other students. In lessons, students frequently self-discipline and respond well to others. Students resolve differences in mature ways, and bullying is rare. A community of well-behaved learners permeates the school.
- Student-staff relationships are considerate. Students respect each other and are sensitive to the needs of others. They show empathy towards their peers, including those with special educational needs.
- Students securely understand the importance of healthy living and how this affects their learning and performance in school. They often make healthy choices and participate in activities promoting good health.
- Attendance at school is very good, with an average rate of 96%. Students generally arrive at school on time.

Next Steps:

1. Encourage students to seek feedback from teachers and peers to better understand their areas of weakness.
2. Continue to provide students with opportunities to take up movement and exercise while at school.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students have an adequate appreciation and understanding of how Islamic values influence contemporary UAE society. The school celebrates Islamic events such as Ramadan and Eid during assembly time. However, students don't reflect on what they learn, so they don't gain a greater awareness of Islamic values and how this affects UAE society.
- Students have basic knowledge of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in a range of cultural activities like UAE National Day and Martyr's Day. Students are able to establish links to UAE culture and heritage in lessons, but they don't initiate to involve themselves in those cultural activities.
- Students demonstrate a clear understanding, and appreciation of their own culture as they embrace it on school Fun Fair, Iqbal day and Independence Day of Pakistan at the Embassy, where they showcase cultural traditions and heritage. They participate in poetry competition in Pakistan Association Dubai. However, they have only a basic understanding and appreciation of other world cultures.

Next Steps:

1. Increase opportunities for students to engage in Emirati cultural activities.
2. Broaden opportunities for students to develop a deeper understanding and appreciation of other cultures.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

Findings:

- Students understand their responsibilities to school life. They take part in regular and constructive activities as volunteers, such as peer teaching, a donation campaign with the Red Crescent, and a beach cleaning day at Al Bateen to benefit their school and wider communities.
- Students exhibit positive attitudes toward their work and enjoy participating in extracurricular activities. While they actively enjoy work and carry out some creative activities, they do not learn to take the lead, make suggestions, or make decisions, for example, within-group tasks provided in lessons. Therefore, they do not gain the skills to work innovatively.
- Students across all phases clearly understand the conservation of national environmental issues. Students participate in schemes that promote sustainability like the sustainability club, plantation activities and the school Eco Garden project. Although their care for the immediate environment is well-developed but they show limited awareness of global environmental issues and not all students engage in projects.

Next Steps:

1. Provide opportunities for students to volunteer in conservation and social initiatives, building creativity and innovation.
2. Strengthen students' ability to initiate impactful projects that benefit the school and community, fostering leadership.
3. Enhance students' ability to understand and apply concepts of global sustainability and conservation.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Good 	Good 	Not Applicable

Findings:

- Teachers convey their knowledge in all subjects. They understand how their students learn and adapt their approaches to ensure that students make good progress. They create engaging learning environments that are appropriate for the ages being taught. In KG they use stations and work areas that enable students to be independent learners.
- Teachers, across the school, plan purposeful lessons with learning objectives aligned to curriculum standards and shared with students. Teachers use their time to ensure that the lesson pace challenges the majority of students. Subject-specific resources are varied in all lessons and matched to the learning activities, supporting progress and engaging students. Technology is used in lessons, with students in English and science using devices to complete written tasks. Across all subjects, the use of technology for research is limited.
- Teachers interact well with students across the school. They use questioning that engages students in meaningful discussions and builds on previous learning across all phases. In phase 3, questioning deepens students' knowledge and engages them to think critically, but this is often inconsistent across subjects. In the other phases, closed questions are frequently used to check student learning.
- Teachers use a variety of strategies to engage students in their learning. They group students into same and mixed-ability groups, providing differentiated tasks and activities, including projects, and using peer teaching. In all phases, teachers and teaching assistants support lower-attaining students to ensure that they make at least good progress. In lessons, gifted and talented students are challenged appropriately.
- Teachers develop students' independence by encouraging self-reflection, critical thinking, and problem-solving through inquiry-based activities, project work, and research tasks. Students develop confidence in their abilities to innovate and think independently, particularly in phase 3, where independent learning and the use of technology for research are notable features. However, this approach is less consistent in other grades, where students rely more on teacher support.

Next Steps:

1. Enhance the consistency of questioning techniques, promoting open-ended, critical-thinking questions across all phases.
2. Increase independent learning opportunities in all phases.
3. Enhance the integration of technology tools and resources for research across all subjects and phases.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good 	Good 	Good 	Not Applicable

Findings:

- Internal assessment processes are coherent, consistent, and aligned to curriculum standards in KG and all phases. Regular internal assessments are conducted across all subjects. Assessments in KG are skills-based to ensure that students are ready for the next stage in their learning. Assessment processes provide a reliable and comprehensive measure of student’s academic achievements across subjects and phases.
- Students from grades 3-8 participate in IBT standardized assessments in Arabic, science, mathematics, and English. The school participated in the international evaluation TIMSS (2023). Results have not been received yet. Assessment results for individual subjects are analyzed to evaluate performance levels in both skills and knowledge. While comparisons may not be comprehensive or diverse, they offer valuable insights into student performance.
- School and subject leaders analyze assessment data to evaluate students’ attainment and progress. Information is gathered from internal, external, and standardized test scores. The data separates different groups, including boys, girls, higher and lower attainers, gifted and talented, and students with additional learning needs, including students of determination. This information is shared with teachers and used by them to influence teaching and identify gaps in learning across all phases.
- The majority of teachers use assessment information to inform their teaching strategies. However, learner information is often general and does not always enable teachers to personalize learning for different groups of students, particularly when challenging lower and higher abilities.
- Teachers in KG know their students well and, in other phases, have a reasonable knowledge of the strengths and weaknesses of individual students in their class. They offer feedback to students in lessons, and formative feedback in workbooks is consistent, including students having written set targets. Students are occasionally encouraged in lessons to assess their learning and that of their peers. Levels of challenge offered to students in phase 2 are not always personalized for individual students.

Next Steps:

1. Enhance teachers’ use of assessment data to challenge lower and higher attainers across all phases.
2. Increase student involvement in self-assessment and peer assessment activities across all phases.
3. Enhance the quality and specificity of feedback given to students in all phases.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Not Applicable

Findings:

- The school follows the Pakistan national curriculum for English, Science and Mathematics and the Ministry of Education (MOE) for UAE Social studies, Arabic and Islamic studies. The school closely follows curricula requirements. The framework has a clear rationale based on the content delivered, which aligns to the school, Abu Dhabi and the national vision. Most of the school's programs and activities promote interest and enjoyment for learners. The curriculum is broad so that children and students experience a variety of subjects and includes creative, physical, and practical experiences. It is balanced so that all Arabic and English medium subjects and their various elements, are sufficiently covered. All key subjects are given the appropriate amount of time. Content and activities are well matched to learner's age-related expectations, and there is an appropriate focus on the development of both knowledge and skills. Statutory requirements are fully met.
- The curriculum is designed to build on prior learning, although consistency varies across phases. It promotes depth of knowledge, skill improvement, and understanding to meet most students' needs. The school actively addresses learning gaps through planned transitions between KG2 and Grade 1. This includes orientation activities such as class visits and collaborative planning between phases, which help ensure a smooth transition to the next stage of education. In grades 1 to 6, progression maps systematically address all curriculum objectives, building on students' previous achievements in core subjects. This preparation ensures that students are well-equipped for the next phase of their education. Currently, the school serves children from KG to Grade 8, with plans for the curriculum to evolve as the school expands beyond Grade 8.
- There are no curricular options as presently, the school only goes to grade 8.
- Cross-curricular links are carefully designed to provide students with sufficient opportunities to develop and apply skills across subjects. In the better lessons, the curriculum establishes meaningful connections to real-world contexts, including relevance to the UAE setting. Some lessons integrate subject-specific vocabulary, with Arabic and English collaborating on whole-school projects that enhance language skills and cultural understanding. However, consistent transfer of learning across subjects remains an area for improvement, with further development needed to strengthen interdisciplinary connections across all phases.
- The curriculum undergoes regular review, led by senior leadership on a half-termly basis, with additional input through weekly subject and middle leadership meetings. While the process includes some data analysis, gaps identified through internal and external assessments are not fully integrated into the curriculum review. A comprehensive horizontal and vertical alignment from Grade 1 to Grade 8 is still in progress. Curriculum adjustments are considered to ensure alignment with student needs, thereby supporting most students.

Next Steps:

1. Create more effective processes for reviewing and developing the curriculum to enhance students' knowledge, skills, and understanding.
2. Improve cross-curricular connections to real-world applications and other subjects to facilitate the transfer of learning.
3. Enhance the continuity and progression of the curriculum to ensure that activities are appropriately matched to individual abilities and build on prior knowledge.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good	Good	Not Applicable

Findings:

- The school effectively adapts the curriculum to address the needs of most student groups across all phases. Curriculum modifications are consistently reflected in teachers' planning and daily classroom practices, ensuring students' diverse learning needs are met. Students with additional learning needs, including those identified as students of determination, receive appropriate support throughout the school, though their numbers is very low. High-attaining students are accommodated in lessons; however, the challenge level could be enhanced to fully extend their capabilities.
- The curriculum offers a well-structured range of learning experiences that support the academic and personal development of the majority of students. These experiences include participation in extracurricular clubs, sports, project exhibitions, environmental awareness programs, and educational field trips. While some opportunities to foster creativity and innovation are still developing and largely limited to activities like STEM. Additionally, the curriculum currently provides limited opportunities for student-led innovation, social contribution, and community engagement, signaling areas for further enrichment.
- The curriculum provides learning experiences that enhance students understanding and appreciation of Emirati culture and embeds the values, culture, and heritage of UAE society. The National Identity initiative and celebration activities instill pride and belonging to students and the Ministry of Education (MoE) curriculum provides opportunities to integrate learning experiences with UAE culture and society.

Next Steps:

1. Ensure effective curriculum modification and implementation in all subjects to enhance student knowledge and skills while challenging the more able.
2. Continue to develop opportunities that foster students' innovation, community engagement, and enterprise skills.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Not Applicable

Findings:

- The school has established comprehensive safeguarding procedures that effectively protect students. Policies addressing all forms of abuse—including verbal, physical, emotional, and online bullying—are clearly defined and accessible to all stakeholders through the school website and dedicated training sessions. All staff, including the Head Teacher, undergo thorough child protection awareness training to ensure they are fully equipped to fulfill their responsibilities. The school has appointed a designated Child Protection Coordinator who has completed specialized training to oversee safeguarding practices. Confidential records of any concerns are carefully maintained, signed, dated, and securely stored, documenting all actions taken and ensuring a reliable system of student welfare and safety across the school.
- The school provides students and staff a safe, hygienic, and secure environment. Staff carry out regular health and safety checks, risk analysis, and assessment for all student-related activities, inside and outside school, such as sports events or educational visits. Regular health and safety risk assessments are recorded, and subsequent action is taken to meet the health and safety expectations of the school community. Supervision of students is effective. The school conforms to all legal requirements and complies with the Civil Defense regulatory requirements, including regular emergency and fire drills.
- The school demonstrates a high standard of maintenance and record-keeping practices, ensuring a safe and well-maintained environment. All building facilities and equipment undergo regular maintenance, categorized into preventive, predictive, or corrective actions, with comprehensive records kept to document each activity's date, type, and outcome. A thorough risk analysis plan is regularly reviewed and updated to align with current safety standards. Classrooms are clean, well-organized, and conducive to learning, featuring displays of student work and informative content. Renovations have brought noticeable improvements to the school's overall environment, fostering an enriched learning space. The school's meticulous record-keeping practices comply with regulatory standards, preventing potential hazards and supporting student and staff well-being.
- The school has newly renovated premises, equipment, and resources. However, these are not well suited to support students of determination with limited mobility. A qualified nurse staffs the school medical clinic. The nurse carries out regular medical checks and log all daily incidents in the logbook. Essential medicines are locked in a secure cupboard within the clinic. The nurse keeps secure and accurate records of each student. However, all records are paper-based, so any data analysis is manual. There is no analysis of trends to predict needs.
- The school promotes safe and healthy lifestyles, with all staff supporting this important priority. Health and wellness initiatives are embedded throughout school life, with assemblies, workshops, and awareness sessions emphasizing the value of healthy habits and regular physical activity. The school nurse plays a key

role in educating students on maintaining good health, while students are encouraged to make healthy food choices and participate in physical exercise, reinforced through subjects such as Physical Education and Science.

Next Steps:

1. Improve the inclusivity of the school building so as to accommodate students with limited mobility.
2. Ensure that healthy living is systematically built into and promoted in all aspects of school life.
3. Investigate the integration of digital school record-keeping systems so data and trends can be analyzed more efficiently.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Not Applicable

Findings:

- Staff-student relationships are positive and mutually respectful. Policies and procedures for behavior set the school's high expectations for students. Students are friendly, polite and well-behaved with only rare exceptions. The school's positive learning environment fosters students' wellbeing. The caring staff promote students' personal and social development.
- The systems for managing attendance and punctuality in the upper phases are effective. Attendance and punctuality policies including an effective reward system result in a 97% attendance rate. However, there are sometimes dips in attendance due to vacations and illness.
- Established procedures assist the identification of students of determination. Currently, only a few students have been identified but personalized support is in place. There are twenty-four students with gifts and talents ranging from academic to creative arts and athletic talents.
- All students with additional needs are well supported and challenged appropriately. The school is proactive in providing goals and targeted strategies applied that ensure identified students are successful in school and their outside endeavors. The school, however, does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- The school's positive learning environment fosters students' wellbeing. The caring staff promote their personal and social development. However, parents are not always made aware of their students' well-being and personal development. The guidance counselor provides effective personal and academic guidance and assists older students in preparing for their next phase of education and the school they will be attending.

Next Steps:

1. Continue to use a variety of rewards to promote better attendance and punctuality.
2. Ensure the identification process for students with additional needs is rigorous and results in IEPs and ALPs that meet their variety of needs.
3. Provide more information on student well-being to parents in report cards or at parent/teacher conferences.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- Staff at all levels, led by the inspirational guidance of the principal, understand the school's clear, strategic direction. The leadership team shares the principal's vision of a school that delivers a quality, affordable education for its community and sets high standards for the students and staff. There is a clear commitment to the UAE's national priorities and agenda, which are embedded in the school's work.
- Leaders display a secure understanding of the curriculum and effective teaching and learning practices, promoting new approaches to raising student achievement across all phases. Most subject leaders have a similar understanding of effective practice and are generally successful in establishing a learning culture that promotes good teaching and learning. However, these methods are not yet securely embedded in all classes and grades.
- The relationships and communication with all stakeholders, including the parents, are consistently professional and effective and are based on mutual respect. A positive learning culture has been established throughout the school, promoting and encouraging students' self-esteem and well-being. There is no designated vice-principal, but leadership roles are distributed across staff with delegated responsibilities. These duties are carried out consistently to ensure good quality outcomes for students. Morale throughout the school is positive.
- All leaders are aware of areas requiring improvement and are effective in implementing appropriate strategies and being innovative in securing resources and support for the school. The school leaders have successfully enhanced areas, including the classroom environment, teacher professional development, and differentiation strategies. The capacity of all the middle leaders to contribute to school improvement efforts is diminished by their teaching load. All leaders have been effective in addressing barriers to sustain improvement.
- The school's leadership has effectively enhanced key aspects of its operations, achieving notable success in school development and performance improvement. This sustained focus on performance has led to significant gains in student achievement across all subjects. Leaders ensure that the school fully complies with all statutory and regulatory requirements, supporting a safe and well-managed learning environment.

Next Steps:

1. Ensure that leaders at all levels, including middle leaders, maintain a greater consistency in teaching practices across all subjects and phases.
2. Enhance the effectiveness of the school leadership team by including more members who can help carry out roles and responsibilities.
3. Strengthen the capacity of middle leaders by reducing their teaching loads, enabling them to contribute more effectively to school improvement initiatives.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Good 

Findings:

- The school follows a systematic approach to self-evaluation and has clear understanding of its key priorities, and all coordinators acknowledge these. However, many coordinators have not been fully engaged in self-evaluation processes, and self-evaluation does not clearly evaluate school strengths and areas for development. Leaders have used various internal and external assessment data to inform their self-evaluation.
- Processes for monitoring and evaluating teaching and learning throughout the school are effective and well-established. Monitoring includes learning walks and formal and informal lesson observations. Every member of staff has a clear understanding of their role in the process. Middle leaders with subject responsibility evaluate student performance through regular assessment data analysis and classroom observations. However, middle leaders’ full teaching load does not always allow them sufficient time to identify the impact on teachers’ work to improve student outcomes.
- The school improvement plans is comprehensive and provide clear targets and goals based on the school’s identified priorities. Improvement planning processes are coherent and aligned with the strategic direction of the school, including alignment with the UAE’s national priorities.
- There has been significant progress in addressing almost all recommendations in the previous inspection report. The recommendations have either been fully implemented or are currently in the process of being implemented. The school has demonstrated improvements in raising students’ achievement across all subjects and raising the quality of teaching in all subjects and phases. Some work continues to be done to strengthen middle leaders’ roles. The school has sustained improvements overtime in most key areas.

Next Steps:

1. Ensure self-evaluation clearly identifies key strengths and areas for development.
2. Actively involve all staff in the self-evaluation process to ensure a unified understanding of improvement areas.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school successfully engages parents as partners in their children's education. Parents are invited to participate in a variety of opportunities and be involved in their children's learning and school events. The school has an active parent council that organizes various events and helps set future strategies for the school. Parents' involvement makes a positive contribution to raising students' standards.
- The school maintains effective communication with parents, ensuring they are well-informed about their children's academic progress and personal development. Multiple channels are utilized to keep parents updated on student achievements and milestones, fostering a transparent and supportive environment. Parents value the school's open-door policy, appreciating the accessibility of staff for discussions regarding their children's progress. Additionally, parents of students with additional needs receive regular updates.
- The school provides regular, informative reports to parents on their child's academic progress, offering a clear breakdown of subject-specific performance. However, current report cards focus primarily on academic marks and do not encompass insights into students' personal development or well-being. Including these elements in future reports would provide a more comprehensive view of students' overall growth, aligning with the school's commitment to holistic education.
- The school maintains a strong presence within the local community, offering students enriching field trips that extend their learning beyond the classroom through visits to local businesses. Students are actively engaged in various local competitions, providing them with opportunities to showcase their skills and interests. However, international partnerships have yet to be established, which would further enhance students' academic and personal development by broadening their global perspective.

Next Steps:

1. Facilitate better pathways for parents to be involved in defining school priorities and development plans.
2. Improve report cards to include teacher comments on student well-being and their personal development.
3. Develop international educational links to support teachers and the impact they have on student achievement.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Board of Trustees has representation from the local community, including the Chair of the Board, the Pakistan Ambassador, supported by volunteers with extensive experience in business and education and a parent representative. Board members know the school and the areas for improvement through regular feedback from parents, staff interviews, and having specific oversight for key areas of the school.
- The board meets regularly and receives reports from the principal on activities in the school, including the impact of the school's work on students' achievements. The board has yet to perform any formal performance management of the principal of their work.
- The board positively influences the school and directly impacts the overall school performance. Despite the school's financial challenges, the board has supported initiatives such as upgrading facilities, introducing technology into classrooms, and enhancing resources. The board is committed to addressing weaknesses in staffing, roles, and responsibilities. The board ensures that all statutory requirements are met.

Next Steps:

1. Implement a formal performance management process to hold the principal accountable for school outcomes.
2. Strengthen weaknesses in staffing roles and responsibilities.
3. Enhance communication and feedback across the school community.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Good 

Findings:

- The school runs smoothly, and the day-to-day management is efficient and effective, ensuring students have positive and smooth learning experiences daily. Effective systems and routines are in place, with morning arrivals and afternoon dismissals managed carefully to ensure safe and orderly transitions. Timetabling is thoughtfully designed to meet the needs and ages of all students, maximizing learning opportunities. Classes run smoothly, with lessons organized to make the most of instructional time.
- The school is adequately staffed, and teachers are suitably qualified and deployed. A professional development plan is in place which is well suited to the needs of the teachers. However, monitoring of the staff is not always consistent and regular.
- Investments in the premises and facilities have enhanced the learning environment. Curricular choices and clubs are available for all students using the school's learning spaces to promote student interests and talents. There is still a need for more specialist rooms to accommodate those with special educational needs and the gifted and talented.
- Resources are of a good quality and provide a variety of hands-on learning experiences that provide opportunities for students to deepen their learning and make links to real life. The use of technology by teachers and students for learning is still developing.

Next Steps:

1. Enhance the capabilities of subject coordinators to develop their skills in evaluating effective teachers and lesson planning.
2. Continue to create more spaces for students to develop their special gifts and talents, as well as areas that will support English as an Additional Language (EAL) students and those with special needs.
3. Create more purposeful opportunities for teachers and students to use technology and ensure that devices are available and accessible to all.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae